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AUTHOR	Roberts, Douglas A., Ed.; Ostman, Leif, Ed.
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ABSTRACT

As a component of the school curriculum, science has features that are both unique and representative. This book explores the idea that the socialization of students is not only a matter of their deportment, attitudes, and conduct, but is also very significantly associated with the meanings provided by their educational experiences. The chapters are organized under three headings. Part 1, "Back to the Drawing Board," includes the following essays: "Analyzing School Science Courses: The Concept of Companion Meaning" (Douglas A. Roberts); "Problematizing School Subject Content" (Tomas Englund); "Root Metaphors and Education" (Brent Kilbourn); "Learning Inside and Outside Schools: Discursive Practices and Sociocultural Dynamics" (Roger Saljo); and "How Companion Meanings Are Expressed by Science Education Discourse" (Leif Ostman). Part 2, "Into the Classroom," includes the following essays: "The Obscured and Present Meaning of Race in Science Education" (John Willinsky); "Border Crossing: Culture, School Science, and Assimilation of Students" (Glen S. Aikenhead); "Intellectual Independence: A Potential Link Between Science Teaching and Responsible Citizenship" (Hugh Munby, Douglas A. Roberts); and "Analyzing Discourse about Controversial Issues in the Science Classroom" (Arthur N. Geddis). Part 3, "Behind the Scenes," includes the following essays: "The Logic of Advice and Deliberation: Making Sense of Science Curriculum Talk" (Graham Orpwood); "National Standards, Deliberation, and Design: The Dynamics of Developing Meaning in Science Curriculum" (Rodger W. Bybee); "The Science Curricula of Europe and the Notion of Scientific Culture" (Joan Solomon); and "The Politics of Legitimating and Marginalizing Companion Meanings: Three Australian Case Stories" (Peter J. Fensham). (Contains 338 references.) (DDR)

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